

The AMERICAN TEACHER

The Organ of
the American
Federation
of Teachers

MARCH, 1920 APR 12 1920
U.S. DEPT. OF EDUCATION

Americanization and Com-
mon Decency

Organized Teachers and
Organized Labor

Democracy in Management

From the Locals

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Democracy in Education

Education for Democracy

Method of Approach to Adult Education

THE chief lesson to be learned from the interviews with the different nationalities, and from the study of the social and industrial conditions is that the present method of approaching the problem of adult education is psychologically unsound; that is, the tendency has been to work out plans *for* the people, not *with* them. It is the old story of endeavoring to work changes from the top down instead of from the bottom up. Such a method can not produce enduring results, since no plan for educational progress can be ultimately successful unless it has its roots in the intelligent understanding of the masses of the people. If the schools are to function in the lives of the people, they must be sensitive to the people's needs, but that is not possible except by establishing a means of connection with the people, so that they may make their needs and desires known.

In the early days in this country, the school was a social gathering place for the people, and all the people in the community knew that the

schools belonged to them, and were for their use. But the bulk of the foreign born people who should be attending the schools have no comprehension of the fact that the schools belong to the people and should grow and change in accordance with their needs. They do not even know that if a certain number of people ask for a course in any sub-

ject, the schools must provide such a course. The school is to them a public institution which spells authority; they do not think of it as a place to go to for recreation and instruction and inspiration. They do not think of it as a place in which they can expand and grow, but rather as a place in which they must conform, and above all

they do not think of it as *their* institution which they are responsible for developing until it adequately meets the needs of all the people.

—Alice Barrows Fernandez, in "The Problem of Adult Education in Passaic, New Jersey"; Bull. No. 4, Bureau of Education. 1920.

"We can't stem the tide of teachers unionizing in the big cities, but in the small towns we can keep them down."

—A Chance Remark of an Opponent.

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The American Teacher

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One Dollar a Year

THE NEW STAFF

As announced in the January issue, The American Teacher is to have four associate editors. In accordance with the recommendations of the Committee on Official Organ reporting at the Fourth Convention at Chicago, nominations for the four positions were made by the locals. The nominations were then submitted to the members of the Executive Council for balloting. The vote has been taken, and the result has just been announced by Secretary Stecker. Miss Augustine Aurianne, of Local 36, New Orleans, represents the Southern Division on the editorial staff, Mr Harry Gunnison Brown, of Local 126, University of Missouri, represents the Northern Division, Mr Samuel G McLean, of Local 61, San Francisco, represents the Western Division, and Miss Alice L Wood, of Local 8, Washington D C, represents the Eastern Division of the country.

This is the beginning of greater work by The American Teacher. The entire union movement will benefit by having a number of persons working together to make the official organ truly and completely representative of the best thought and spirit of the times among teachers.

THE EASTERN CONFERENCE

At least twelve locals from the area of Boston, New York, Philadelphia and Washington will meet in Philadelphia April 1, 2, 3 to hold a conference of the Eastern Division of the American Federation of Teachers. This Conference is not officially recognized as a subdivision of the authority of the A F of T, but is to be held for the purpose of strengthening the union movement wherever help is needed.

One of the practical ways of giving power and vitality to the union movement is for the locals to get to work on their local problems with might and main.

TELL THE WHOLE TRUTH

Strong drives are now under way thruout the entire country for adequate salary schedules to make good the shortage of teachers. But do we honestly think that if the schedules are adopted the shortage will be made good? If we do we are deceiving ourselves. In a competition with commerce under conditions existing in that line of human endeavor, education can never catch up. The ablest men and women will continue to be paid more for ability in commerce than they can ever hope to receive in education. It may not be right, it is not, when we evaluate ability in terms of economic return. But there never should have been competition between trade and education for the service of the best minds. And there never would have been under humanly possible conditions in education.

Teachers themselves have allowed the public to get its education as cheaply as possible. Immediate results have been that the public has suffered from its own law of supply and demand, and is getting a cheap kind of education, and in many respects a cheap kind of educator. The disposition of the American public to measure its great social agency of education as it measures the value of commercial products has all but made it impossible to get results in educational systems except thru the approach of economic evaluation.

A sad result of the major emphasis of material value has been the incidental elimination of conditions which in their nature tend to develop the social, the spiritual, and the generally human, aspects of education. Along with the development of these qualities in education go the decent and generous consideration for the rights of others working under the best attainable conditions. We cannot make teaching attractive by paying for it. We can only succeed in this matter by cooperating to make teach-

ing really and inherently worth while for the job itself. The job is not worth while if the conditions are unjust, if the supervisors are cruel and narrow, if they take advantage of their positions to command, and to punish. And the job is not worth while if the educating gets nowhere, any more than making harness would be attractive if the straps broke always, or the buckles tore out.

While we have the ear of the public let us not fail our ideals. Let us tell the whole truth about what is the matter with the job. Then, only, will it be possible for education to compete with trade which has few ideals, and makes chiefly the personal and the economic appeal.

AMERICANIZATION AND COMMON DECENCY

Mr. Parsons' story of Americanization in this issue would be unbelievable at another day and age. But the impossible has actually occurred so often within the past year and longer that careful observers know that the same thing will occur again, and yet again, many times before America recovers from what we have been calling hysteria. But it is not hysteria that menaces us now. At one time hysteria was the correct word, but now the proper term is cunning and malignant reaction.

The dismissal of teachers for betraying an intellectual interest in some alien government and its people, the suspension of legally elected Socialist assemblymen in New York, the conviction of workers for defending their lives against assailants, are acts very much alike in being committed with studied indifference to common decency and fairness. If those who are responsible for these and all similar acts proclaim themselves to be 100 per cent American, they do not weep for their country, so foully attacked, but they clothe themselves in the lamb's coat of hypocrisy, and lay plans for destruction.

The success of the 100 per cent American wolves has been phenomenal. Repeatedly and without so much as the slipping of a toe, attack has followed attack, and the victims have fallen. Success is always to be admired. It keeps the wolves interested, and frightens the victims. But wolves are greedy, and that is where they are liable to fall into error.

The Minneapolis wolves appear to have disgusted

many of the possible victims, and some who were watching the hunt. The technique fell off for the moment, and the people immediately began to feel resentment that one of their number was hunted with obvious unfairness. But these mistakes in execution will grow less frequent as the technique of elimination and destruction develops. Good wolves in the last analysis are successful wolves.

There is an element of the fortunate, however, in the stupidity displayed by the Minneapolis pack. The incident may serve to acquaint the teachers of the country with the stern facts of our social crisis. Truth and justice are of no avail. Common decency makes no appeal. These ideals themselves are under attack, and they will be brushed aside with the same brutish indifference to human safety that is displayed in the savage instinct to destroy. The only protection available for the ideals which we believe to be not only American, but universal as well, is the stern power of organized intelligence backed by the determination of the workers who know their rights and will fight to maintain them.

Little boys and girls must learn to recognize the wolf either under the lamb's coat, or in the night-caps of their grandmothers; teachers must recognize the social wolf when he appears in the guise of the president of the board of education, or as the speaker of the assembly, or as the judge on the bench, and the teacher must insist on his right to tell the children all about the disguises, and how they may learn to protect themselves against the new and dangerous variety of disguised wolf.

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HENRY R. LINVILLE, Editor

Associate Editors

AUGUSTINE AURIANNE

SAMUEL G. McLEAN

HARRY GUNNISON BROWN

ALICE L. WOOD

MAX ROSENTHAL, Business Manager

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Americanization in Minneapolis

E DUDLEY PARSONS

Local 59, Minneapolis, Minn

The chief topic of discussion, not alone for teachers, unionized or not, but for the entire Northwest, has for some time been the Ball case. Stated briefly the case is as follows:

Mr Wm R Ball, a member of the Minneapolis Federation of Teachers, Local 59, A F of T, in charge of the Americanization work of the public schools, was charged with being un-American in his teachings. It was asserted that pamphlets prepared by him were biased against the government, and that Mr Ball, in his instruction of foreigners who were preparing for citizenship, urged criticism of the government rather than approval of it. These charges were formulated by an ex-superintendent of instruction for Minnesota. He is employed by what is known as The American Committee, a mere name behind which bankers and other business-men are fighting Socialism and other liberal ideas. It has been revealed by the labor press that these men gathered, thru assessment collected by the clearing house, a fund of \$250,000 for this purpose. Why they did not come out openly insisting on their right to oppose doctrines which challenge their privileges has been widely questioned; but the fact is that they chose to remain hidden behind the flag. The office of The American Committee is in one of the most expensive suites in the city, and is luxuriously equipped and adequately manned to carry out the intentions of the subscribers.

The American Legion came to the support of the American Committee and found Mr Ball guilty before he had had more than one conference with its committee appointed to investigate the charges. The World War Veterans, an organization of liberal ex-service men, found quite otherwise. The Parents' and Teachers' Association, thru its central council, also cooperated with The American Committee; the teachers generally, especially the union teachers had confidence that there could be no truth in the charges.

The charges were filed with the board of education; and that body appointed a committee consisting of three members, all with interests involved with the aims of the men subscribing to the "slush fund" to oppose liberalism. This committee was

directed to "investigate the citizenship teaching under Mr Ball and to inquire as to the origin of the pamphlets and lessons." At the first hearing the accused found himself opposed by one of the most astute lawyers in the city who proceeded to dominate over the proceedings in a way that evoked loud protests from the spectators. Evidently it was expected that the "defendant," who had come merely to answer the committee's questions, never dreaming that a court case was to be made of the inquiry, would be disposed of before sundown.

These unfair tactics, however, won support for Mr Ball; and when the second session was held he was protected by legal advice. The committee, however, especially the chairman, was prejudiced from the beginning against Mr Ball, for it refused to permit the attorney to use the forms customary in the courts. For instance, when the lawyer asked the complaining witness, who paid him to bring the charges and what he was paid, in order to establish the fact of an interested motive on the part of the American Committee, the chairman roughly declared: "We don't care anything about that," and another member called out: "Sit down; you make me nervous," and then declared that the committee would have to hold an executive session after the public hearing.

For several more sessions marked by heated interchanges between the opposing attorneys, the case dragged on until the counsel for the "prosecution," knowing that the charges were not to be sustained, withdrew. Witness after witness testified as to the effective work of the accused, as well as to his loyalty. These witnesses were pupils in his classes, teacher, and other citizens who had watched his work. On the other hand, affidavits presented by the American Committee to prove the charges, were discovered to have been obtained under false representations, especially one by a stool pigeon, a former saloon-keeper, in the employ of the American Committee. University professors attested to the soundness of the teaching of the pamphlets which were shown to be compiled from such sources as Fisk's Critical Period, Beard's United States History and other books on the shelves of the school libraries, and

in the hands of the students by act of the administration.

An amusing incident is typical of the tactics employed by the accusers. It seems that Mr Ball, to explain why the Constitution was adopted, directed his pupils, who had used Fisk, to a chapter entitled, "Drifting Toward Anarchy." One of the affiants swore solemnly that Mr Ball had told him to read a book by the Socialist, John Fisk, entitled "Drifting Toward Anarchy."

In short, so complete was the defeat of the accusers that the chairman of the investigating committee offered to "call it off" if Mr Ball would consent. But he and his attorney were determined to win an unqualified exoneration, and consequently completed the case with a full summary of all the testimony. Despite the prejudice of the committee hearing the case, it was universally believed that it would not dare to insult public opinion, which by this time had been expressed in Mr Ball's favor on various occasions.

On Tuesday, March 9, the committee reported to the Board as follows:

"After considering all the evidence, the committee has no reason to doubt Mr Ball's character, devotion, sincerity and loyalty as a citizen, but feels that lessons used were not such as in its opinion would produce the best results.

"The committee further believes that public opinion has been aroused to such an extent that it is unwise to continue Mr Ball in the Americanization work."

The teachers and others gathered to receive the report were stunned. After all the publicity that had been given to the evidence—and the dailies had filled pages with it—and after its admission that the charges were not sustained, the "investigating" committee had registered the still small voice of the American Committee against the free schools of the city. Under the disguise of patriotism Big Business had been able to dictate its terms in the face of fact and reason.

What the end will be we do not know. Too many citizens are concerned over the affair to take this verdict as final. It will scarcely be necessary for the teachers of Minneapolis to prosecute a campaign against the suppression of free instruction in the schools—the citizens are aroused to the impor-

tance of safe-guarding that freedom as never before. A feeling pervades the teaching forces, not only in Minneapolis, but thruout the Northwest, that more than ever it is essential for them to get together in a really effective body for the educational well-being of their country.

This seems to prove once more that "out of the eater came forth meat; and out of the strong came forth sweetness."

COMMISSIONER CLAXTON'S REPORT Teachers' Unions

Part XV of the Report for 1919 issued by the Bureau of Education is devoted to teachers' organizations. A specialty significant statement made on the first page is, "The teachers of the United States are organizing, and the only question is as to what form the organization will take."

"There are 535 educational associations listed in the Educational Directory of the Bureau of Education for 1918. Of course, 200 were classed as national and sectional, 243 as State associations, 39 as city bodies, and 53 as learned and civic organizations." These figures it would appear are far too low, especially in the item of the local organizations.

An interesting contrast is made between the number of members in the two largest national organizations and the number of possible members. For years the National Education Association has had a membership list of 10,000, but in 1919 a drive resulted in increasing the list to 24,000. The American Federation of Teachers in July, 1918, had a membership of about 2,000. Before the end of 1919 the membership was 11,000. But the United States has about 750,000 teachers in the various types of educational institutions. In England, out of 108,732 certified teachers 101,994 are members of the National Union of Teachers.

The larger share of attention is given in the Report to the union movement, the statement being fair, altho incomplete as the space available would determine. Unfortunately, the important social appeal of the union movement is left out; but for that the union movement has itself largely to blame, since constant repetition is necessary before a new idea "gets across."

Organized Teachers and Organized Labor*

HARRY A OVERSTREET

Professor of Philosophy, College of the City of New York; Member of the Associated Teachers Union, Local 71, A F of T

Ladies and Gentlemen: I should like first to congratulate the Chairman upon his very excellent rules of debate. I hope that even tho I am the terrible being that I am—for of course a teacher-trades-unionist must be a terrible thing—I shall preserve my proper urbanity and not say very hard things. I particularly feel the value of the Chairman's request that we emphasize service to the community rather than rights. It is in such a spirit that I wish particularly to speak. If we who have affiliated ourselves with labor have done that which goes counter to the public welfare, it is for us to know this very quickly. If, on the contrary, we have done what is, from the community point of view, wholly proper and good, then I think it is for the public itself to know this very quickly.

May I also, in passing, express my appreciation of the type of thing that this Association is doing to-day? In these times, when it seems to be a sign of good citizenship to suppress all discussion whatever, lest perhaps some "dangerous" truth should emerge, it is a fine vindication of our fundamental Americanism to throw a vexed question of this kind open to public debate. For it is a question upon which men and women, both within and without the profession, differ not only intellectually but emotionally. In fact, emotion has run so high that the joining of a teachers' union has become at times, to those that ventured, a matter of grave peril. I should like to believe that this occasion will serve as a precedent; and that, thruout the country, the question before us will be thrown open to frank and "uncensored" discussion.

And now to come to the issue: "Should teachers affiliate with organized labor?" My own immediate reaction is: "Why not?" We teachers are laborers. We belong to the "working class." Certainly we shall not be accused of being capitalists. We are not employers who give wage and receive the profits

which wage workers are able to earn. Now as hired workers, it does not seem a strange nor reprehensible thing to me that we should establish a cordial, cooperative relation with others who likewise are hired workers. For obviously there are certain respects in which our outlook and our needs are identical, respects in which we may naturally and with profit consult with each other to the end of mutual enlightenment and support.

And yet that is not the whole story. For when we declare that we are workers, some persons make a reservation: "Yes," they say; "You are indeed workers, but of a very special kind. Most workers work for their own interests. They are a 'class' in the community. You teachers work for the public interest. Hence, when, in any sense, you cease to represent the public, you demean yourselves, you degrade your profession."

That, it seems to me, touches the very heart of this problem. The glory of the schools is that they have, in theory at least, served the public interest. Now when a number of teachers appear who say: "We are going to affiliate with labor," there comes to us the horrifying thought that the schools are to lose their fine universality and become instruments of partisan or class interests.

Is that true? Does affiliation with labor mean affiliation with a class? If it does, then I for one will have none of it; and I believe that practically everyone else who is associated with this movement will have none of it. Why, then, do we affiliate? Because we believe that affiliation with labor does not necessarily mean affiliation with a class.

The reason, I take it, why this seems to many a rather curious and self-contradictory thing to say is that most of us think in terms of conventional labels and not in terms of realities. Suppose one asks the question: "How can one truly represent the public interest as over against class interest," what would be the answer? Would one say that a person stands for the public interest, when he stands for everybody in the public—for the numerical aggregate? Then he must stand for the burglars, for

*The first address on the affirmative of a debate on the question "Should Teachers Affiliate with Organized Labor?" at the Luncheon Conference of the Public Education Association of the City of New York February 14, 1920. Reprinted from Bulletin of Public Education Association.

the political grafters, for the suppressors of free speech, for the exploiters of women and children. No. If one stands for the public, one stands inevitably for the ideas and activities of only a portion of the public. And of what portion? Surely of that portion which has most deeply at heart the fundamental public good.

I suppose that one of the most public-minded men that ever lived was Jesus of Nazareth. When he died he belonged to an insignificant minority of a few hundred. Would one say that a man who cast in his fortunes with Jesus of Nazareth and his small band of followers was joining a "class"? Or would one not rather say that in joining a body of people who had transcended "class" interest, who were working for the interest of a finer humanity, he was indeed acting in the spirit of the public good?

Again, take the slave revolts. Were they "class" movements? In a sense, yes. The slaves were rebelling against the cruelty of their lot. They were fighting for themselves. And yet, as over against the aristocrats who were living upon the labor of these slaves, I think we should say that the latter were by far the public-spirited ones. They were fighting for the fundamental human realities.

Now if that is true; if the service of the public is to be found not in the indiscriminating service of the numerical aggregate, but in cooperation with that group whose *intent* is public, I ask you, ladies and gentlemen, where, in the long history of the world, do we find more continuously, more heroically, more effectively an intent for the bettering of human conditions than in the labor movement? It is a flagrant, nay, it is a pathetic misunderstanding of that movement to say that it has been a movement solely for the material benefit of a class. It has indeed concerned itself with material benefits and with benefits for a special group. But it has concerned itself with far more. Fundamentally it has fought for a humaner world. Fundamentally it has thrown down a challenge to the arrogances and autocracies and cruelties that have set themselves up for the governance of life. It has fought for human emancipation—for yours and mine and all the rest of us.

So the labor movement, I say, is not in its essence a class movement. It is a movement that stands for

what is fundamental to public welfare, and when teachers affiliate themselves with it they are not thereby lowering themselves to the level of partisans of a class interest. They are, in a very real sense, raising themselves to the point of view of *res publica*.

I have been interested in the labor movement for almost twenty years; and in all that time I have found to my sorrow that the group that comprehended it least, that gave it least vital support in its essentially humanistic struggle was the teacher group. The teachers, with all their ostensible "public mindedness," have not even known, in a deep and sympathetic sense, what has been the significance of this great struggle in the history of the world. There has been a queer kind of indifference, a queer kind of alignment of the teacher, not with the more deep reaching interests of the public, but with the interests of a dominant class.

The best proof of this is that the teacher has freely lent himself to the partisan or "class" attitudes of our schools and colleges. Am I in error in saying that the attitudes of the schools and colleges have been partisan? I challenge anyone here to find me a single case of a college professor or of a teacher in the common schools who was dismissed because he taught the economics of capitalism. Formerly, schools and colleges were partisan religiously. Teachers were dismissed because they would not conform to religious doctrine. Now they are partisan politically and economically. And again teachers are dismissed because they will not conform to the conventional ruling class politics and economics of the day. Had the teachers, as a group, really understood the fundamental import of the labor movement, they could never, I believe, have been brought to acquiesce in such a prostitution of education in behalf of partisan interests.

It is in behalf, then, of a more adequate understanding of the labor movement, an understanding of it as a movement in the interest of the humanization of life, that I welcome the affiliation of teachers with labor.

But I welcome it for another reason. The world is making new alignments. Free born and base born, noble and serf, master and slave, employer and wage worker—these have been the old alignments. And we teachers have cherished our own little snobbish alignment in setting ourselves apart as "intel-

lectual" workers as over against "mere" manual workers. There is, I believe, emerging out of the confused yet powerful idealism of our day, a significant new alignment: the alignment of those who do useful work and those who live on the useful work of others. In that new alignment there is only one place for the teacher. I know of nothing finer in its promise of the type of relationships that are to be established than the clarifying phrase of the British Labor Party: "Labor, whether of brain or of hand." We teachers have long enough held ourselves snobbishly apart. It is time that we affiliate ourselves frankly and gladly with the great body of useful workers of the world.

In a very real sense, the teachers can help labor. They can help with their understanding of history, of economics, of politics, of science. They can bring to the labor struggle intellectual balance and penetration; they can help to give to those struggles a direction that is unflinching social. Labor hitherto has stumbled along in all sorts of confusions and blindness. Why? Because the laborers, in their pressing need, have had to work out their own salvation, while we teachers, with trained intelligence to contribute, have sat superciliously apart and thanked God that we were not as they.

But in a yet more concrete and immediate way teachers can help labor. The working man of late has felt increasingly the need of a more adequate education for himself as an adult. In certain respects education is open to him in the schools and colleges. But he finds that in many ways the conventional educational institutions are not organized to meet his needs. With their "ruling class" leanings, they neither understand his problems nor in any effective way attempt to meet them. He is asking therefore for a different type of education. Nay, he is not asking; he is organizing that education for himself. The New York Ladies Garment Workers' Union, for example, has for years organized classes for its members. The Labor Education Committee has more recently begun to do likewise. A Workingmen's University is being projected. It is here that the teacher who has been quickened to a wider vision and a deeper understanding can render immediate and valuable service.

But labor likewise can help the teacher. The teacher's position today is not an enviable one. It

has not been enviable for many years. In the first place financially. The teachers notoriously have been among the lowest paid workers in the land. They have been willing to endure this condition in return for certain apparent advantages—social position, joy in their work, a sense of real service to the community. But the laborer is worthy of his hire; and when a group of laborers for years have not been able to convince the public that their hire should approximate more nearly to their worth, it either means that there is something wrong with the group or with the public. Some of us have come at last to believe that the trouble has been with the teacher group and not with the public. The public is an indeterminate mass swayed this way and that by the prevailing agencies of publicity. The trouble with the teachers has been that they have not known how to gain legitimate publicity for themselves and their working needs. And so the public has simply passed them by. Teachers, with their exaggerated "class consciousness"—the fact of which is an amusing commentary upon those who fear that affiliation with millions of other workers will degrade them into a "class"—teachers, I say, with their exaggerated "class consciousness" have organized their teachers' councils, their high school associations, their professors' associations and what not. But the sound of them—to the public—has been as of a stone dropped into the ocean. What the teachers need is a great body of organized citizenry who sympathize with their services and their needs and who will make their cause their own. I say organized advisedly; for the vague sympathy of unorganized citizenry counts for little. Every realist in politics knows that, for practical achievement, an organized minority is far more effective than an unorganized majority many times its size.

Now where are the teachers to find an organized citizenry who will make their cause their own? Shall the teachers affiliate with the Taxpayers' Associations—ask them to raise the taxes, forsooth?—the Real Estate Associations, the Chambers of Commerce, the Bar and Medical Associations? The interests of these are in every respect far more special than the interests of the great organized body of laboring people. The bulk of our school children are the children of manual laborers. Labor, therefore, has an imme-

diate, vital interest in the fitness of those who teach in the schools. Hence the sympathy of labor is there for the asking. It is but for the teachers to emerge from their artificial, futile exclusiveness and join with organized labor in prosecuting the *social* aims that are common to both.

Can organized labor help the teachers? That question is best answered by another. Has organized labor been able to help itself? The splendid history of the emergence of labor from practical serfdom to a condition in which it begins to participate democratically in the organized production of the world is sufficient answer.

"To participate democratically." That brings me to the most significant matter of all. Labor's fight for many years has been simply for a decent wage and for humanly tolerable working conditions—a materialistic fight, it has been called. Its fight has already passed beyond that stage. It is now fighting for the great spiritual thing we call "industrial democracy." What is industrial democracy? It is that condition in which the worker is first of all a free man in his craft, in which he is no longer the mere "commodity," the mere usable slave of his employers. In the second place, it is that condition in which, as a free citizen of his craft, he has his citizen's voice in the organization of his craft work. It is for industrial citizenship that the worker is now fighting—and winning in his fight.

Is the teacher to-day a free man in his craft? Is he a citizen with full rights of participation in the organization of the work of his craft? Thanks to the labor movement, a common manual laborer may not, in most cases, be dismissed save as his dismissal is approved by his peers. Not so a teacher. A principal, a superintendent, a board of education, a board of trustees—in these still resides the right, with a sheer arbitrariness that is often revolting, to wreck a teacher's career. Shall not the teacher have the workingman's right to a review of his case by his peers?

Again, thanks to the labor movement, the common workingman is beginning to participate in the councils of business and production. Is the teacher? For the most part, he is told what is to be done. The orders come from above. And

woe to the teacher who is not pliant to the will of the petty autocracies that rule many of our schools! Does the college teacher sit on the board of trustees? He is delegated certain powers, but the real power, the ultimate power—as to that, let the professor keep well within his appointed place!

Industrial democracy is the great spiritual need of the workingman. It is the great spiritual need of the teacher. Shall they not, then, strike hands in a great comradeship of common interest—an interest—not partisan, and not degrading; an interest, rather, which is as deeply valid as human nature, as profoundly inevitable as the ongoing of fundamental democracy.

May I say one word in closing? We teachers recognize that there is a difference between workers employed by private individuals or corporations and workers employed by the public. We believe, indeed, that that difference is not great enough to divide us into two groups which must hold themselves rigorously apart. But we do believe that the difference is significant, and that it must be reflected in a difference of behavior towards our respective employers. The effective weapon of organized labor hitherto has been the strike. Like all good citizens, we look forward to the time when the strike will no longer be necessary, when, in terms of a more humane organization of industrial life, it will be relegated, with machine guns and submarines, to a barbaric past. But even now, in this age of industrial barbarism, we teachers are firmly convinced that as employees of the public the strike is, for us, without justification. Organized labor has joined with us in this conviction. We have, therefore, in the most solemn manner possible—by incorporation in the body of our constitutions—made our declaration that we will not employ that weapon. Our strength is to lie not in threats but in persuasion; not in the power of organized withdrawal but in the power of organized public understanding. We workers of the brain, retaining all the fundamental dignity and independence of our calling, unite with the workers of brawn in the cooperative effort to secure for ourselves and our fellows the things of finer human value.

Studies of American Boards of Education

I

HENRY R. LINVILLE

President, The Teachers Union of the City of New York

Our people have long since grown accustomed to boards of education. In fact, these bodies are coming to stand, in our way of thinking, for the public itself. Legal powers are granted by legislatures, and state courts very often decline to review the acts of both local and state boards of education. Thus, the boards of education themselves come quite naturally to regard their acts as the acts of the public itself, tending because of this view, perhaps, to seek more power and greater immunity from undesired interference.

With the increasing prestige of school boards in American communities there has developed a sincere desire to keep the administration of the schools out of the mire of unclean "politics." Various methods have been devised for accomplishing this end, and these will be referred to in this article. There is a general willingness also to have the diverse elements of the population represented in the membership of the board. Even in cities where there are considerable racial antipathies representatives of "alien" races may be found on the boards of education. Perhaps the most noteworthy exception to this general policy is the frequent absence of Negroes in the membership of boards of education in Northern as well as in Southern cities. The City of Washington has met the well-recognized difficulty by having representatives of the colored race on the school board and an assistant superintendent in charge of the colored schools.

Each community develops its own notions, under the general influence of the national idealism, of the elements in the community that constitute the real body politic. Among the forces that determine whose claim to represent at least a portion of that body politic shall be recognized, are likely to be numbered those persons who belong to the longer established social units. The decision of these longer established social units may seem on occasion to be narrow and provincial, but they are not dis-

honest or unfair, so long as freedom of action is permitted to those younger and less well established units that seek representation in the administration of the schools.

In view of the early influence of the labor movement in the establishment of the public school system of America, and in view of the paramount importance of public education to the producing class in American life, it is a matter of concern to know to what extent organized labor is represented on our boards of education. In October, 1919, the writer undertook to find out.

A circular letter was addressed to the secretaries of the 200 cities of the country that, according to the latest available reports had populations of 40,000 or over. In November a follow-up letter was forwarded to those who had not replied. The result of the two letters was 164 replies. The replies were signed by various officials representing the educational authorities. In some cases the president of the board signed the letter; in other cases, the superintendent of schools. But in every instance, with but one exception, the replies were given with courtesy. The fulness of some of the replies gave leads to important information which the few questions could not have been expected to bring out.

The distribution of the cities from which information was obtained may be indicated briefly by naming the state, and then giving the number of cities of the 40,000 and over class in the state, followed by the numeral representing the replies from the state: Alabama 3, 2; Arkansas 1, 1; California 16, 10; Colorado 3, 2; Connecticut 6, 6; Delaware 1, 1; District of Columbia 1, 1; Florida 2, 0; Georgia 4, 3; Illinois 8, 8; Indiana 5, 3; Iowa 7, 5; Kansas 3, 2; Kentucky 4, 4; Louisiana 1, 0; Maine 2, 1; Maryland 1, 1; Massachusetts 26, 24; Michigan 7, 5; Minnesota 3, 3; Missouri 5, 4; Montana 1, 1; Nebraska 2, 2; New Hampshire 1, 1; New Jersey 13, 12; New York 12, 11; North Carolina 1, 0; Ohio 11, 9; Oklahoma 1, 1; Oregon 1, 0;

Pennsylvania 16, 13; Rhode Island 3, 2; South Carolina 1, 1; Tennessee 3, 2; Texas 7, 6; Utah 2, 2; Virginia 4, 3; Washington 4, 4; West Virginia 2, 2; Wisconsin 6, 6; Total 164 replies.

LABOR REPRESENTATION IN EDUCATION

The important part of the inquiry about the representation of labor on boards of education read: "Are there one or more members of your present Board of Education who were appointed or elected as representatives of labor?" A great many of the replies indicated that labor union men were members of boards of education, but were not elected or appointed because of that fact, according to the statements of those replying. Probably the persons replying would be in good position to know, but their judgment of the influences operating in the minds of the electors, or of the appointing power might not be always accurate. However, the point of the question, which seems to have been generally understood, was to ascertain the influence of organized labor in getting representation on boards of education.

The answers to this question indicate that 25 cities in 14 states have representatives of organized labor on their boards of education. The details are as follows:

City and State	No. Rep. of Labor	Membership of Board
Chicago, Ill.	1	11
Rockford, Ill.	1	11
Springfield, Ill.	1	7
Cedar Rapids, Iowa	1	7
Davenport, Iowa	1	7
Sioux City, Iowa	1	7
Boston, Mass.	1	5
Bay City, Mich.	2	9
Kalamazoo, Mich.	1	6
Duluth, Minn.	1	9
Minneapolis, Minn.	2	7
Springfield, Mo.	1	6
Butte, Montana	2	7
Hoboken, N. J.	1	9
Newark, N. J.	1	9
Passaic, N. J.	1	9
Trenton, N. J.	1	9
Binghamton, N. Y.	1	5
Cleveland, Ohio	1	7
Oklahoma City, Okla.	1	8
Chester, Pa.	5	9
Pittsburgh, Pa.	1	15
Huntington, W. Va.	2	8
La Crosse, Wis.	1	7
Oshkosh, Wis.	1	17

Thus, it appears that labor is not strongly represented on any board of education in the country, ex-

cept in Chester, Pa. True, the cities of Bay City, Mich, Minneapolis, Butte, and Huntington, W Va, have two members each, where their influence for the labor point of view may be effective. But there are labor representatives of labor in three cities of Iowa, a state that is primarily agricultural, and not industrial. It may be fair to suppose that labor has not been active generally in pushing its claims to representation on boards of education.

There are probably at least two reasons for this apparent lack of interest on the part of labor. Labor men and women cannot afford to give the time required of members of boards of education. For this reason the generally unpaid board of education is made up of citizens who can afford to give the necessary time. At least in the larger cities where the duties of the board of education make serious inroads upon the time and energy of the members, the representation of active labor is practically impossible. If the social class of producers which organized labor specifically represents is to have representation on our boards of education, the members of the boards must be paid. If some are paid, then all should be paid, and for services rendered.

Another reason for the apparent lack of interest on the part of organized labor in possible representation on boards of education is that labor does not yet comprehend the significance of its tactical position as the organized representative of the most important social group in every community, the producing class. It lets the school problem slide as it lets many other problems slide, contenting itself with criticising those who may be conducting the school business in the interests of special self-seeking groups of the community. The obvious solution of the problem of the indifference of labor is for leaders of labor to begin a campaign of education to show the workers their responsibility in the social administration of educational systems.

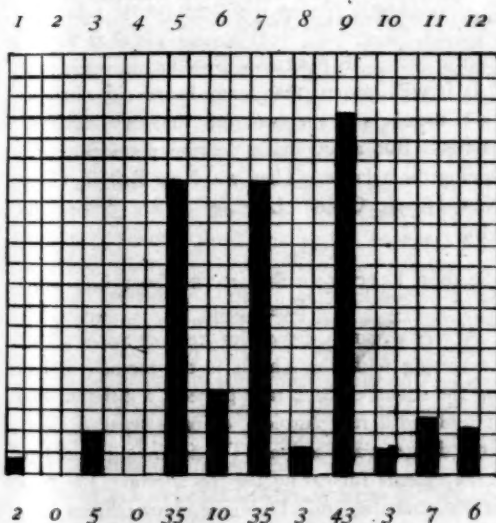
THE SIZE OF BOARDS OF EDUCATION

For many years there has been going on a movement to decrease the size of boards of education. Recently, the City of New York (1917) changed from a board of forty-six members to one of seven members. In the year 1906, Boston changed from

twenty-four to five. So far as this inquiry goes, there are but three boards of education now in the country that have a membership of above eighteen, those in the City of Wheeling, W Va. with a membership of twenty-one, the city of Providence, R I, with a membership of thirty-three, and the city of Augusta, Ga., with a membership of forty. Out of the one hundred sixty-four cities heard from, but fifteen have boards of education of more than twelve members. The largest cities of the country have boards of education of comparatively small size, as follows: New York, 7; Chicago, 11; Boston, 5; Los Angeles, Cal., 7; Indianapolis, 5; Baltimore, 9; Detroit, 7; Minneapolis, 7; St. Paul, 1 (Commission government); Kansas City, Mo., 6; St. Louis, 12; Buffalo, 5; Cleveland, 7; Toledo, 5; Seattle, 5.

The following diagram shows that a very large majority of the boards of education thruout the country group into boards of five, seven and nine.

NUMBER OF MEMBERS IN BOARDS (ABOVE)
NUMBER OF CITIES OF 40,000 (BELOW)



THE METHOD OF SELECTION

Another matter of general public interest in connection with boards of education is the method by which they are selected. The circular sent to the secretaries of boards brought a mass of interesting data. At the present time, by far the commonest

method of selection is by popular vote of the entire city. The method of selection by wards or districts is going out of use. In only nine states and seventeen cities are there partial or complete systems of selection by wards. These are Delaware, *Wilmington*; Illinois, *Peoria*; Massachusetts, *Chelsea*, *Holyoke*, *Newton*, *Pittsfield*, *Springfield*, *Worcester*; Michigan, *Bay City*, *Lansing*; New Hampshire, *Manchester*; New York, *Elmira*; Oklahoma, *Oklahoma City*; Rhode Island, *Providence*, *Woonsocket*; Utah, *Ogden*; Wisconsin, *Oshkosh*. It does not follow, however, that cities that are still holding to the method of selecting members of their boards of education by wards are unenlightened. One factor that automatically tends to do away with the ward method is the increase in the size of the city, causing the number of wards to increase, and this bringing about the existence of a board of unwieldy size. Another factor that may result in the retention of the ward system is the ability of a particular city to avoid the very common evil of unscrupulous ward politics.

Of the one hundred sixty-four cities covered by this inquiry thirty-eight have appointed boards of education, one hundred eight have boards elected at large, thirteen (wholly) elected by wards, three have a system of combined appointment and election, and two have an arrangement for electing at large and by wards. Expressed in percentages, 74.99% have elected boards, 23.11% have appointed boards, and 1.83% have combined appointed and elected boards.

There are sixteen states with forty-one cities, counting Washington, D C, in which appointments are made to boards. There are twenty-seven states with one hundred eleven cities in which election to the boards is made by the city as a whole. The latter figure covers the case of the city of Charleston, S C, which has six members elected by the city and four appointed by the Governor of the State.

There has been not a little changing of the method of selecting boards. It is evident thruout that the reason for the changes have been practically the same in every instance, altho that reason is not always expressed in the replies received. And the reason is to avoid the contamination of dishonest politics. In this the writer believes we may trust the good intentions of the American public. What-

ever else the crooked politician may be allowed to do, he will generally not openly succeed in doing as he pleases with the public schools. It does not follow, however, that the public frees itself from incompetency, or even dishonesty, by changing the method of selecting board members from the appointment system to the elective system, or contrariwise, for each method is claimed to be effective by the officials responding to this inquiry.

So far as information contained in the answers to the circular goes, no city has changed from the system of electing at large to electing by wards. Detroit and Grand Rapids, Mich., mention changing from the system of electing by wards to electing at large.

CITIES CHANGING FROM SYSTEM OF ELECTING BOARDS TO SYSTEM OF APPOINTING BOARDS

Alameda, Cal, "Judgment of freeholders in making new charter."

San Jose, Cal, "Because elected school boards meant and always will mean rotten politics."

New Haven, Conn, No reason given.

All cities in New Jersey, "By State Law passed in 1892."

Albany, N Y, "By the argument that better members could be secured by appointment by the Mayor than could by election."

New York, N Y, "Change made by Legislature in 1869."

Troy, N Y, "Too much politics in method of electing."

Pittsburgh, Pa, "Greater efficiency" (Appointed now by Court).

Houston, Texas, "Appointment better—no politics."

CITIES CHANGING FROM SYSTEM OF APPOINTING BOARDS TO SYSTEM OF ELECTING BOARDS

Atlanta, Ga, "Because of the need of separating schools from politics."

Quincy, Ill, "To take school business out of city politics."

Springfield, Ill, "Law required change."

Louisville, Ky, "Present system in existence nine years. Change made because of unbearable conditions of other system."

Malden, Mass, "To remove schools from politics."

St. Louis, Mo, "For the good of the public schools of St. Louis."

Woonsocket, R I, Formerly selected by City Council; no reason given for change to popular election.

Forth Worth, Texas, "To give the people a chance to say who should administer the schools."

San Antonio, Texas, "To get out of general politics."

Milwaukee, Wis, "To the end that members should be directly responsible to the people."

THE MAYOR ON THE BOARD

In twelve of the one hundred sixty-four cities the Mayor is a member of the board of education by *virtue of office*. In a few of these the President of the City Council or the Board of Aldermen is also a member of the board of education along with the Mayor. These cities are, Atlanta, Ga; Peoria, Ill; Lawrence, Mass; Medford, Mass; New Bedford, Mass; Salem Mass; Somerville, Mass; Waltham, Mass; Manchester, N H; Woonsocket, R I; Oshkosh, Wis; Superior, Wis.

BIPARTISAN BOARDS

It is well known that many boards of education have members from both of the two dominant parties. But a few have definite plans for maintaining the balance. They are, New Britain, Conn; New Haven, Conn; Lansing, Mich, Springfield, Mo.

SCHOOL ELECTIONS SEPARATE FROM GENERAL ELECTIONS

A very common device for keeping politics from interfering with the schools is the method of having the school election take place at a different time or under different auspices, or on a separate ticket, from the general election. The following cities have arrangements for caring for this matter: The cities of Indianapolis, Ind; Dubuque, Iowa; Sioux City, Iowa; Louisville, Ky; Duluth, Minn; Kansas City, Mo; Omaha, Neb; Jamestown, N Y; and Fort Worth, Texas.

A study of the means by which the public may have the schools administered not only free from unclean politics, but also efficiently and intelligently, will naturally follow this presentation.

Democracy in Management of the Schools

CHARLES B STILLMAN

President, The American Federation of Teachers

Democracy in the management of the schools is a subject on which both the American Federation of Teachers and the American Federation of Labor have definitely and repeatedly declared themselves. In fact, the American Federation of Teachers at the time of its organization adopted among the objects laid down in its Constitution the following:

"to raise the standard of the teaching profession by securing the conditions essential to the best professional service; and to promote such a democratization of the schools as will enable them better to equip their pupils and take their place in the industrial, social and political life of the community."

And that ideal of a democratic participation of classroom teachers in the conduct of the schools has been at least as strong a driving force in our movement as the ideal of some approach to economic justice for teachers. Our calling must be made self-respecting as well as self-supporting, if it is to retain and attract strong men and women.

But it is the system that is at fault, even more than individuals—a system that from the primary grades thru the university has never been within hailing distance of democracy. During the first half of the last century we sent educators to Germany, of all places, for a model for our school system. We adopted and have developed the Prussian type of autocratic school administration. Classroom teachers, thru whom the schools function, who are daily in direct contact with the educational problems, have practically no voice in the determination of policies, but all power and authority originates at the top, and extends downward from the upper reaches of the educational hierarchy. In the field of higher education, despite many exceptions, this condition has led to the familiar diagnosis that the chief disease afflicting our colleges and universities is "presidentitis."

And the public schools are in no better plight. And again it must be emphasized that it is superficial to single out individuals for condemnation. To indulge in personalities is futile, altho often soothing. The responsibility must be placed squarely upon the deadly system. Human nature cannot reasonably be expected to withstand the insidious influence of

autocratic power. We all know strong liberal men and women who have disappointed, though they may not have surprised us, by yielding after a brief struggle to the traditions of the hierarchy. It is encouraging to add that we all know also, although in smaller number, broad-gauge men and women with sufficient vision and character to protect themselves and the schools from progressive demoralization, by cooperating in defiance of the system, in developing the spirit and methods of democracy in the teaching force.

The most dangerous center of arbitrary power has sometimes been the board of education, and sometimes administrative and supervisory officialdom. Both must be brought within the category of democratic institutions. The board of education should be the agency fairly representing the public in the determination of the policies of the public schools. So that the public may have direct, effective control, we believe that school boards should be elected, at judicial or other special elections, subject to recall, rather than appointed by public officials whose election has usually turned on public utility or other non-school issues. In the past the groups disproportionately, and often exclusively, represented on school boards have been real estate and commercial interests, physicians and lawyers. Surely workers in other lines, both so-called artisan and so-called professional, who are the parents of the great majority of school children, should have adequate representation. And it would make for both democracy and efficiency if the teachers, in their capacity as citizens, and citizens with specialized training and experience, were represented on boards of education. There could be no question of their first-hand knowledge of the needs of the schools, and as to their disinterestedness—surely no one mentally competent can believe that anyone with a drop of mercenary blood in his veins could deliberately enter the calling of teaching. The Convention of the American Federation of Teachers in Chicago last month declared:

"It is the sense of the American Federation of Teachers that administration of education in a com-

munity is rendered less efficient by division of responsibility, and that the common system of triple control, in which authority is divided, for example, between a board of education, a superintendent of schools, and a city council, should be replaced by a single body of control in which all responsibility finally centers.

"It is the sense of the American Federation of Teachers that such authoritative body should include classroom teachers nominated by the teachers themselves, subject to election to be carried out by popular vote."

But representation of classroom teachers before boards of education is in many respects even more essential to the democratization of the schools, than representation on such boards. Some of our locals have arranged for a standing committee to be present at board meetings to counsel with the board. Practically all of our locals appear before both their superintendents and their boards by committee, as occasion may arise. Our attitude there is expressed by the following statement adopted by the Atlantic City Convention of the American Federation of Labor in June, 1919:

"In order to secure a more democratic administration of our schools, to develop a spirit of co-operation, and to gain for the community and benefit of the experience and initiative of the teaching body, boards of education and superintendents of schools should confer with committees representing organizations of the teachers' choice in all cases of controversy between school authorities and teachers, and should consider and make official public record of suggestions dealing with the conduct of the schools submitted by the teachers thru such committees."

In some cases, but not in all, teachers' councils have proved effective. Among the recommendations of our recent Chicago Convention are:

"That there be a council of teachers in each town or city elected by the body of teachers with legally recognized right to initiate and participate in determination of policies.

"That there be a Teachers' Council in each school."

A previous statement, adopted by the A F of L in 1917 and 1918, and endorsed by our Pittsburgh Convention, follows:

"Your committee is alarmed by the lack of democracy in the conduct of our schools. Our American school system is administered autocratically, the teachers actually on the job in the class rooms having a negligible voice in the determination and carrying out of policies. Self-governing school and district councils of teachers should be established for the purpose of utilizing the experience and initiative of the teaching body in the conduct of the school and the recommendations of such councils should be made a matter of official record. When consideration is given the effective part played by the Prussian school system in the development of the habit of instinctive, unthinking obedience on the part of the masses of the people, the vital importance to American institutions of breaking away from Prussian methods in our school system is driven home."

When such councils have failed to function effectively, it has apparently been due to an undemocratic type of organization, or to a lack of power and influential backing which tends to reduce them to mere rubber stamps for the school authorities. But we believe that, properly organized, given real responsibility, and vitalized by the support of vigorous teachers' organizations, teachers' councils are a democratic agency. Quoting again from the proceedings of our last convention:

"Some progress has been made by the organization of teachers' councils toward correcting this spirit-quelling system of dictation from above. Yet, even this measure of reform is confined to a few cities and is so recent as to seem a daring innovation."

These proposals have of course aroused bitter opposition, but it is significant that the proposition has relied chiefly on epithet. The teachers' council conception has been termed a Soviet. Epithet has sometimes been substituted for argument because of mere laziness—it requires no intellectual effort—but much more often it is used because the argument is all on the other side. When organized labor nearly a century ago made possible the establishment of our public school system by its vigorous and successful agitation for tax-supported schools, they were called "revolutionaries," and the other popular equivalents at that time for "Bolshevik." But opposition of that character is never permanently successful, and advocacy of teacher participation in management has almost reached the stage of respectability.

But democracy in our schools will require more than machinery important as that is. There must be tenure. So long as a teacher's position and professional future may be depended on his advocating nothing in conflict with the views of his official superiors, democratic devices will avail little. There must be tenure during efficiency, with removals only for cause, and by a tribunal on which the teachers are adequately represented.

Nor will democratic machinery of school administration show its full value until the teachers abandon their traditional aloofness, connect themselves intimately with the economic, social and civic life of the community, and exercise to the full the rights and obligations of American citizenship. For it is that community life and that citizenship for which it their high task to prepare pupils.

Let no one raise the objection that the teachers are not qualified to participate in management. Faculties tend to atrophy thru disuse, and the wonder is that they are so well qualified. But the value of the contributions of the classroom teacher has been demonstrated. And the sense of increased responsibility, the feeling of no longer being a mere cog in the machine, would prove a stimulus of untold value to the schools and to the community.

Mention of salaries may seem irrelevant here, but without radical improvement in the economic status of the teacher, we will not long have in our calling the kind of human material which can be made the basis for democracy. We stand for a \$2,000 minimum salary for teachers. While some teachers are not worth \$2,000, every child is worth at least a \$2,000 teacher.

I cannot close without reference to the increasing

number of superintendents, principals, and other school officials who welcome the present insistent demands for administrative reforms. They as well as the teachers feel the new spirit of the times. The large majority of our locals have established relations of cordial co-operation with their school authorities. Democracy cannot be handed down from above, it must originate with and be worked out by the teachers themselves. But the schools of many a city have profited from the atmosphere of co-operation made possible by the response of school officials to the democratic ideals of the teachers.

In conclusion, the American Federation of Teachers believes that the children cannot be prepared for self-government in a democracy unless the teachers have living contact with democracy within the school system, and with the realities of community life.

The March Message

F G STECKER

Secretary-Treasurer, The American Federation of Teachers

The past month has been one of greatly increased activity. This is the season of the year when teachers are considering the matter of contracts for the coming year. It is one of the most serious defects in our educational system that teachers are engaged on a contract for one year or even a shorter period. Aside from a few cities where tenure prevails, the result is a constant turn-over of teachers and repeated disorganization and reorganization. Nor is the disorganization which attends the replacement of the established corps of teachers by a new corps necessarily more serious than the other phase of disorganization which takes place during the period when contracts are under consideration. The present system of individual bargaining tends to keep every teacher on the alert until the board of education hands down the dictum as to whether or not she is to be offered a contract, and if so, the salary and other conditions which enter into the document which she is asked to sign on the dotted line. Only those familiar with school work can understand the degree of distraction which the school suffers during this period which may last for weeks or even months. The school is fortunate indeed if at this time lack

of understanding by members of the board of education has not brought about unpleasant relations and an unconscious spirit of resentment. Those who do know the schools can best appreciate the fine spirit which has been manifested by an overwhelming majority of teachers during these critical days which recur each year, in their unquestionable loyalty to the interests of the schools while under stress of unpleasant negotiations. The teacher who remains true to her trust in spite of injured pride and involuntary spirit of resentment due to automatic spirit frequently manifested by boards of education, should be accredited as a heroine. Her name is Legion.

And so while this regime of annual contracts and individual bargaining continues, the months of negotiation will be annual periods of great activity. It is then that teachers are brought face to face with practical problems. Teachers are doing a great deal of thinking. They are beginning to see that there are serious defects in our school system. Among these defects are: lack of tenure which results in a turn-over of teachers injurious to the schools and the migratory nature of the teacher which prevents her from becoming a real force in the community;

inadequate salaries and unfavorable working conditions which fail to retain the best fitted teachers and to attract adequately prepared new teachers; undemocratic administration of the school and inadequate functioning by the teacher as a well-trained specialist in her line of work; failure to recognize teachers as members of a profession. Doubtless the analysis could be carried further, but these defects alone will require the careful attention of teachers and all friends of the public school for years to come if they are to be remedied. Nor is the last-mentioned the least of all. It is doubtful if an educational system can be a real success unless its most important element, the teachers, occupy a higher position in public recognition than now prevails. He who boasts that we Americans have been able to live up to our ideal of freedom from class lines has never been a teacher. Let the reader who doubts this follow the daily press in its frequent quotations from school executives. If we could strike an average of all the estimates of the rights, privileges and prerogatives of the teacher, what would it be? Why does the public place about the teacher repressive restrictions as it does in the case of no other profession or public service? Is this a measure of precaution or a manifestation of indefensible discrimination? These are questions the teachers everywhere are asking themselves.

So these are busy days. There are campaigns for salary increase. Strangely enough there are many communities which have done nothing during the present school year to safeguard its schools from complete destruction. Teachers are leaving the schools for better paid employment. Little effort can be made to select new teachers on the basis of training and fitness. In the midst of all this there is many a Sleepy Hollow totally unconscious of the changes. In many cities both large and small, school authorities seem more bent on repressing the teachers than on saving the schools. Not only will the teachers become aroused to a realization of the position they occupy, but a large element of the public will also direct its attention to the schools which they have so long neglected.

The membership of the American Federation of Teachers is increasing its activities. Its members are assuming their positions of responsibility as agencies of public welfare in their own community as

teachers have never done before. One of their most important achievements lies in acquainting the public with school conditions and outlook. Many groups are much less interested in salaries from a personal standpoint than in the safety of the schools. Possibilities of commercial employment are too favorable to admit of much concern over school salaries by the majority of teachers. The teachers today are asking "What of the schools?" The value of bringing the question before the public was recently demonstrated by the Murphysboro Teachers' Fellowship Local 50, A F of T. Their successful appeal to the public may well serve as an example to the teachers in other communities. With a deep interest in the future of the schools and in an effort to avoid the lowering of the standard of the teachers, this group undertook a salary campaign thru an appeal to the public based upon information and conducted in a spirit of good feeling. The entire membership was placed upon committees to canvass the members of the board of education individually, the woman's club, the mothers' club, the clergy, the local papers, the commercial clubs, the central labor body and such other groups as represented the civic interests of the community. Every committee was received in a friendly manner and secured cooperation. Newspaper space was paid for in which to publish well-prepared articles on the educational situation. Advertising columns were also patronized. Tax payers, parents and friends of the schools were asked to clip the coupons from the paper, sign them and mail to the board of education. When this had been done there was no longer any question as to public sentiment in regard to schools. There were other features of this campaign which aroused the people to a realization of their responsibility and left the community in a much better condition than before. Let us hope that thousands of other campaigns may be carried on in the same fine manner that characterized this one.

These are history-making days in the school world. These are equally important days for the American Federation of Teachers. We have learned to cooperate and function as a national organization. The amount of work to be done is appalling. Let us maintain a spirit of courage, patience, endurance and hard work.

From the Locals of the American Federation of Teachers

Local 159, The Minneapolis Federation of Men Teachers has just received its charter. Just a year ago the first Minneapolis union, Local 59, was born.

Associate Field Secretary Miss Isabel Williams reports that a meeting is to be held at Mankato, in southern Minnesota, to discuss federation. Twin City members will cooperate.

The Minneapolis and St. Paul unions are working for a state federation which they hope to see brought to being before the end of this year.

FROM LOCAL 5, NEW YORK

THE NEW YORK SALARY STRUGGLE

With 143,000 teaching vacancies in the United States, America faces a crisis. Shall we, as a nation, conserve dollars and make dullards, or shall we conserve intelligent citizenship at the expense of dollars? This is the query every community is compelled to ask and solve, and New York City, unable to furnish instruction to 50,000 school children, is no exception.

In May, 1919, thru the efforts of the State Federation of Labor, Local 5 and other teachers' organizations, a new salary law was enacted which contained the following major salary schedules: Kindergarten to the 6B grade, \$1,005 to \$2,160; 7 A to the 9B grade, \$1,350 to \$2,700; high school teachers, \$1,350 to \$3,150. As the cost of the bill was 15,000,000, the legislature, to reduce the initial cost to the city, added a provision to the bill known as the "spreading clause," which provides that teachers are to receive one-third of their increase in 1920, two-thirds in 1921, and the full increase in 1922.

Nine months of patient waiting during a period of soaring prices and higher rents (some increases amounting to 100%) forced the long-suffering and too-patient teachers to do a little thinking. In this process they were aided by Local 5 and the press, which enlightened them as to the earnings of both skilled and unskilled workers. The knowledge that even dog-catchers were being paid more than teachers was too much for even these patient souls, and

then came the awakening. For the first time in our educational history the teachers united on one measure introduced by Senator Lockwood (Bill No 20) which provides for the elimination of the "spreading clause" by June 1, 1920. Should the bill become a law, as it undoubtedly will, then the teachers will receive their entire increase in 1920, and not be compelled to wait until 1922.

The revolt against the injustice of the "spreading clause" spent itself in that one effort—in so far as the other associations were concerned. Not so with Local 5, which felt that the scarcity of teachers, the decreased purchasing power of the dollar, and the nobility of the calling which entailed such arduous and extensive preparation, warranted it in seeking such legislation as would secure for all teachers a wage commensurate with the H C of L. It felt that the services of the teachers would never be adequately compensated unless the teachers realized the value of their services to the community and then proceeded to educate the community into the acceptance of that evaluation.

In the meantime, several principals who believed with Local 5 that something more should be done than forcing thru Senate Bill No 20, which merely eliminated the "spreading clause," formed a committee to bring the warring teachers together to discuss the situation. Local 5 was represented in this Harmony Committee, which had selected Mr. Cornelius D Fleming, one of its moving spirits, as chairman. While the Harmony Committee was debating the course of action to pursue in this crisis, the Chairman of the Legislative Committee of Local 5, taking the initiative, persuaded the State Federation of Labor to appoint a salary committee to draw up a salary schedule which would show labor's minimum evaluation of the services rendered by the teachers. This committee, composed of Thomas D Fitzgerald, Chairman of the Legislative Committee of the State Federation of Labor, Abraham Lefkowitz, Local 5, and Paul Augustine, President of Local 24, prepared a salary schedule which, with slight modifications was adopted by the Harmony Committee.

Just as the Harmony Committee was about to

prepare a bill embodying this salary schedule, the Deputy Commissioner of Education, Frank B. Gilbert, suggested that it would be better to ask for percentage increases rather than to open the whole salary question. To get the endorsement of the State Department of Education, and because the suggestion had the support of many powerful groups, and as the maximum salary schedules prepared by the State Federation of Labor and the Harmony Committee, harmonized with the percentage increases suggested by Commissioner Gilbert, the Harmony Committee agreed to support a percentage bill. Thereupon Senator Charles C. Lockwood and Assemblyman Charles D. Donohue introduced a bill providing for a 40% increase for those earning less than \$2,260; 30% for those earning more than \$2,260 and less than \$4,000; and 20% for those earning over \$4,000.

The Lockwood-Donohue Bill, which entails an expenditure of \$30,000,000 has the support not only of Local 5 and organized labor, but also of practically every important teachers' organization. It is not the bill of Local 5 but of all associations. Our motto is S-O-S (Save Our Schools). With the support of organized labor and the enlightened public, the teachers have every reason to hope that success will crown their united efforts. The teachers are awake to the danger confronting the profession and the schools. They realize more than ever their worth to the community and are determined to impress upon the citizens the fact that they no longer propose to work for less than a living wage; that if the public desires the services of able, socially-minded men and women it must pay for them; that they are determined to make the public pay more for molding character than for molding clay, more for making citizens than for making clothes, more for inspiration than for perspiration. Should the teachers succeed in winning increases commensurate with the social value of their services, it will mean a rebirth of teacher confidence and professional dignity, and that means the dawning of a new day for America.

ABRAHAM LEFKOWITZ,
Chairman Legislative Committee
Local 5, New York

NOTE:—Since this communication was submitted the Senate Bill No 20 has passed in the Legislature unanimously.

THE IRISH WIDOW

MRS. GILlicuddy ON COSTLY SCHOOLS AND HAPPY TEACHERS

"I met that nice girl, Annie What's-her-name this mornin'," said Mrs. Gillicuddy. "Ye know who I mean—her that lives at three-eighty across the way. She was lookin' as happy as a lark. 'What ails ye?' says I, 'are ye goin' t' be married?'"

"No," says she, "I've raysigned me position."

"'Quit taychin', have ye?' says I."

"I wouldn't wonder," says she, kinder cute. "Taychin' was mixed up with th' job. Fr th' most part I was joovenile intertainer, fr th' rist a bookkeeper, an' a nurse-maid in me spare moments. There was time fr taychin' now an' then. Most iv ahl, I've quit tryin' to satisfy an army iv high-salaried critics, knockers, an' supervisors, not t' minton th' parints, th' ward boss an' th' janitor. There was th' children sivinty iv them, on forty sates, three windsills an' shtandin' up behind. 'Twould have been a sporty thing t' stick to it,' says she 'but fr one thing."

"Was it th' pay?" says I.

"No," says she. "Twas me own fault; I shud have taken a vow iv poverty before I wint in. The salary itself was like a lot iv th' children. A case iv Arristed Divilopment. But after ahl, taychin' th' children's th' last iv it. What worries ye is th' sivin hundred an' fifty thousand duplicate rayports. Ye can burn th' light t' home fr'm dark till th' milk cans rattle through th' strates, six nights a week, an' niver catch up with yer paypers. Also, hour by hour, there's another female that's got her eye on ye. An' there's thim that's watchin' her. Ye can always tell whin th' Principal's behind th' dure an' the Supervivor's On Th' Way Upstairs. They watch ye t'see if ye register enough joy an' radiate enough sunshine. Also if ye make decimals a burst iv delight an' grammar th' same as candy. They niver asks ye did ye have the toothache, but they puts ye down on record "Faulty in th' art iv Prsintation." 'Twas too much fr me."

"I wint t' see th' doctor," says Annie. "No," says he; "you're not goin' insane; you're sufferin' fr'm chronic supervision."

"'Art iv Prsintation!'" continued Mrs. Gillicuddy, scornfully. "Th' prsintation was ahl on th' pupils' side in my time. They was two prsintations—one whin ye prsinted yesilf fr a wallop in, an' th' other whin ye shtood up fr y'r diploma. But, sure, we was a bunch iv simple souls in thim days! I always suspected the taycher loved her job."

"Exactly," said Father Michael gravely. "The call to teach is neither the school bell nor the pay check."

"Iv coorse," concluded Mrs. Gillicuddy, "whin a school is a playground, a swimmin' pool an' a Turkish bath, a picture gallery, a kitchen, a laundry, an' movie theaytre, an' carries its own doctors an' dentists, nurses an' cooks, ahl it needs is an injine an' a paddle wheel t' take it 'round th' worruld on a sight seein' tower."

"'Tis no cause fr wonder th' taychers is under paid. 'Tis a miracle they're paid at ahl."

PHIL DORAN, in the *New York Globe*.

AN ORGANIZER WITH A CONSCIENCE

Recently a local union in Providence, R. I., asked for the assistance of an organizer, and when the organizer reached there they had a banquet or reception for him which cost the local union about \$200. The local had in its treasury about \$300. The organizer immediately rebuked the officers for spending so much money and refused to participate in the banquet.

—From the official Magazine of the International Brotherhood of Teamsters, Chauffeurs, Stablemen and Helpers, February, 1920.

A TENTATIVE QUESTION BOX

The "American Teacher" has received several requests that a "Question Box" be made one of its ventures. Fortunately, the material for an experiment is ready to hand. An inquiry has arrived which supplies the immediate stimulus to action.

To the Editor, The American Teacher:

Dear Sir:

Answering the question by the Michigan correspondent in the February issue, relative to teachers' subsidies for attending summer normals, etc., will say that the public school system of Lead, So. Dak., has had such a system for several years. Details of the plan could probably be obtained by writing to the Superintendent of Schools, Lead, So. Dak.

L P DOVE,
University of North Dakota

To the Editor, The American Teacher:

I was much interested in the query in your tentative question box in the February issue. The only information I have may not be in line with what you are asking, but I will give it for what it is worth.

Last summer the Easter State Normal School in Castine, Maine, held a summer school attended by a hundred girls whose expenses were paid by the State to stimulate interest in teaching. I fancy the same may have been true with regard to other Maine normal schools.

This may be only a sporadic case and not part of a system, but at least it has a set towards the tendencies of the times.

MARION SAYWARD.

Dorchester, Mass.

TEACHERS' CLUB HOUSES

To the Editor, The American Teacher:

A very effective manner of extending union organization and bringing about a greater increase in the membership, as well as a better spirit of cooperation among the members, is the promotion of various social activities within the union itself. The union movement has long since justified its existence on the intellectual and the economic side. It must now pay very much more attention to the social needs of the teacher, and help in a large measure to solve the problem of what to do with possible leisure hours.

In my opinion, the union local should constitute itself a factor in promoting social intercourse among teachers. This is one phase of union work that has been neglected. In this way the union meeting thus becomes not only a means for the interchange of experience and professional improvement, but also an occasion for the manifesting of good fellowship, and an outlet for the social cravings and desires of the teacher. In union locals in small towns, no doubt, this mutual need for social communication is the very basis of union organization, but in the larger cities, social activities must be constantly stimulated and encouraged.

While the Teachers' Union local in New York was occupied with matters so grave as to affect its very existence, it was of course out of the question to devote much thought to entertainments, dances and other seemingly trivial ac-

tivities. But now that all danger of interference and all doubt of the permanent benefits of unionism among teachers have been definitely removed, it is appropriate to turn our thoughts to the social side of the teacher's life. The success of the Teachers' Union dinners, and the few dances and entertainments held so far, prove that a continued interest can be sustained in such functions in the future.

Business and professional men have their clubs to which they resort in their leisure moments for interesting company. Why not the teachers? I should like to see a movement originate in this country whereby every teachers' local throughout the country can have its own clubhouse, where the teachers may be made to feel at home, and where also they can hold their meetings and social gatherings. To my mind this is a vital need to be looked after before we can create a greater democracy and closer unity among the teachers. I know it will take tremendous effort to realize this plan, but it is well worth trying. Some local in the country should send us the glad tidings soon, that it has made the first step towards securing a clubhouse, and I shall feel certain then that others will imitate the example.

WILLIAM I HELLER,
Local 5, New York

THE NEW TYPE OF LEADERSHIP

Autocracy has almost always resulted in the killing of the autocrat. Co-operation will accomplish far more than direction, and the work will be more wholesome and happy for all concerned. Co-operation means growth for all, the superintendent included. We can not make teachers acquire interests or grow by administrative or supervisory fiat. Throughout the animal and vegetable kingdoms, we recognize that growth is from within. This principle holds good also in the realm of education, whether in the classroom or in the teaching body. We need organizations of teachers to make growth possible under the best conditions—organizations that are self-conscious, intelligent and inspiring. And the organizations of teachers we shall have whether or not we approve of them. I hope that the type of organization adopted in California will not be dominated by the spirit of self-seeking; that it will not hold as its sole ideals higher wages and assertion of the rights of teachers. The type of organization we need is one that will be dominated by professional aims; that will have regard for the teacher's duties and responsibilities; that will endeavor to develop teachers thru co-operative effort; that will improve the work and spirit of the schools; that will choose as its insignia not the almighty dollar, but the image of a little child. The choice is with the superintendents and school boards of California and I know it will be wisely made. But do not, I earnestly beseech you, wait until it is too late. The new democracy is in the making and will soon settle into institutional forms. Now is the time to shape those forms to the larger ends of democracy.

—Supt. Will C. Wood, in *The Los Angeles School Journal* of March 1, 1920.

Let inquiring California superintendents and school boards write to Miss Josephine Colby, Fresno, Calif, Associate Field Secretary of the American Federation of Teachers, for organization literature, and learn of one body of teachers that is shaping "forms to the larger ends of democracy."—EDITOR.

BOOK NOTES

HANDS OFF MEXICO—John Kenneth Turner, Rand School of Social Science.

The statement has often been made that teachers, because of their aloofness, seem to be unaware of the power of economic forces to influence the daily intellectual, economic and political life of the nation. In "Hands Off Mexico" Mr. Turner, with his merciless logic, riddles the arguments of the interventionists and shows how the financial interests of England and America, thru their propaganda associations (such as the National Association for the Protection of American Rights in Mexico) have, with the tacit support of the administration, interfered directly with the Mexicans in their attempts to restore order and to reconstruct their economic structure. Those who believe that Mexico should be permitted and encouraged to work out its own economic salvation, those who believe that American lives and money should not be sacrificed at the altar of Mammon will welcome this well-written book.

THE COCKPIT OF SANTIAGO KEY. DAVID S. GREENBERG. Boni and Liveright, New York.

The Cockpit of Santiago Key is a story of Porto Rican life intended for boys and girls. It is one of a series of books for young people which Mr. Greenberg is writing from personal observation of the life and customs of peoples in all parts of the world. The Cockpit of Santiago Key is written about the personality, the growth of character and the education of a sixteen-year-old boy, who has to struggle out of the sordid environment of gambling on cock-fighting in Porto Rico. It is an interesting story.

POINTS TO PONDER

We need more precise labels. "Privilege" and "privileged" are more accurate than "capital" and "capitalist."

Why do people fear that the abolition of poverty would give the "mudsills" an advantage over the "highbrows"?

With the extent of modern knowledge, it is absurd that the masses should spend their lives in earning the means to live.

Why should you pay a banker interest for notes issued to you on security furnished by yourself? If your security is good for the notes, why not be free to issue the notes yourself?

—From the *Equitist* of February 6, 1920.

ON AMERICANIZATION

There is not even a philosophy of Americanization or democratization, much of the stuff bearing that label being concerned with what shall be done for or to the immigrant by instruction or philanthropy and very little with the idea of what we must do for ourselves so that the things he sees and knows and experiences—and these constitute by far the greater part of his Americanization—may be constructive factors in that process. There are many cities which are talking about what they could do for the foreigners when the best thing they could do for these people would be to make themselves clean, decent communities.

—Ruby Baughman, Supervisor of Evening Schools, Los Angeles, Calif. From *Review in School Life* of January 15, 1920.

A NEW BASIS FOR SALARY ADJUSTMENT—SHALL WE MISLEAD THE YOUNG FOLKS.

Hon L N Hines,
Indiana State Sup't. of Instruction,
Indianapolis, Indiana.

Gary, Ind., Feb. 17, 1920.

Dear Superintendent Hines:

I do not know how to comply with your request that superintendents of schools urge their high school seniors to enter teachers' training courses upon graduation. Can you not send to me and other superintendents similarly situated the arguments that we should use to attract high school graduates to the teaching profession?

Unfortunately our students believe that the position of teacher does not help the social position of either men or women in the larger towns and cities. Also they believe that with teachers' salaries they cannot expect as high a standard of living as either stenographers or common factory laborers.

I am enclosing a table which gives the comparative net earnings of stenographers, common factory laborers and teachers for the first sixteen years following graduation from high school. The average high school students do not expect to teach even sixteen years, so what happens after that time does not interest them. I shall be greatly pleased to receive your comments as to the wisdom of using such a basis for determining the minimum salary for teachers, and a reasonable differential between the salaries of elementary and high school teachers.

The minimum daily wage for a ten-hour day in the steel mills at Gary, and practically everywhere else in the United States, is \$5.06 for the lowest paid common labor. Boys are leaving school before reaching high school and are earning more than \$1500 the first year as mill laborers. Girls and boys are leaving high school at the end of the second year and are earning higher salaries than those given in the table for stenographers.

The tables are based on the assumption that the amount to be deducted for bare cost of living per individual should be the same for all persons. In Table 1 \$750 is deducted each year for living costs and in Table 2 \$1000. Six per cent interest is allowed on savings and indebtedness.

The salaries in the columns headed "Teachers 1" represent the earnings of teachers on the basis of present Gary salary schedule. The salaries in the columns headed "Teachers 2" represent the salaries recommended by the Superintendent of the Gary Schools as a minimum, if a sufficient number of young men and women are to be attracted to the schools to maintain the present standard of two years of normal training for all elementary teachers and four years of college or normal training for all high school teachers.

Teachers do not expect to make as much money in teaching as in other professions and occupations. Many persons can probably be attracted to teaching because of the opportunities for social service, love of the work and the five-day week and ten-month year. But we must also take into consideration that laborers have the opportunity to realize much more than six per cent on a wise investment of their early surplus earnings while teachers do not have any early surplus earnings and have the risk of losing their original investment entirely thru loss of position, not being able to succeed as a teacher or premature disability. Also much more is expected from teachers in the way of standard of living than is expected from stenographers and common factory laborers. Certainly the salary schedule recommended must be considered only as an absolute minimum.

I am making this letter public because I know that you wish in every way possible to assist in reaching a just opinion concerning teachers' wages.

Very sincerely yours,
WILLIAM WIRT.

TABLES OF NET EARNINGS

The numbers with a star (*) represent indebtedness due to living expenses while attending normal school or college. The elementary teacher does not begin teaching until the third year and the high school teacher until the fifth year after leaving high school. It is the absolutely necessary expense of normal school or college training that makes the present salaries of teachers so utterly inadequate.

The totals represent the net surplus earnings four, eight, twelve and sixteen years after leaving high school.

Table 1

Years	Stenographers		Teachers 1		Teachers 2	
	phers	Laborers	Ele.	H. S.	Ele.	H. S.
1	810	1500	750*	750*	750*	750*
2	900	1500	750*	750*	750*	750*
3	1020	1500	950	750*	1200	750*
4	1140	1500	1050	750*	1350	750*
Total	911	3300	1274*	3378*	738*	3450*
5	1260	1750	1150	1000	1500	1500
6	1400	1750	1250	1100	1650	1750
7	1400	1750	1350	1200	1800	1900
8	1400	1750	1450	1300	1950	2050
Total	3813	8408	702	2053*	3297	224
9	1400	1750	1450	1400	2025	2200
10	1400	1750	1450	1500	2025	2350
11	1400	1750	1450	1600	2025	2500
12	1400	1750	1450	1700	2025	2650
Total	7611	14,996	4060	346	9732	7451
13	1400	1750	1450	1800	2025	2800
14	1400	1750	1450	1900	2025	2950
15	1400	1750	1450	2000	2025	3100
16	1400	1750	1450	2000	2025	3100
Total	12,360	23,124	8137	5566	17,744	19,170

The above table is based on the assumption that the annual cost of living is \$750 per person.

Table 2

Years	Stenographers		Teachers 1		Teachers 2	
	phers	Laborers	Ele.	H. S.	Ele.	H. S.
1	810	1500	1000*	1000*	1000*	1000*
2	900	1500	1000*	1000*	1000*	1000*
3	1020	1500	950	1000*	1200	1000*
4	1140	1500	1050	1000*	1350	1000*
Total	177*	2186	2388*	4511*	1823	4511*
5	1260	1750	1150	1000	1500	1500
6	1400	1750	1250	1100	1650	1750
7	1400	1750	1350	1200	1850	1900
8	1400	1750	1450	1300	1950	2050
Total	1363	6012	1707*	5017*	895	2202*
9	1400	1750	1450	1400	2100	2200
10	1400	1750	1450	1500	2100	2350
11	1400	1750	1450	1600	2100	2500
12	1400	1750	1450	1700	2100	2650
Total	3457	10,797	168*	3902*	5927	3427
13	1400	1750	1450	1800	2100	2800
14	1400	1750	1450	1900	2100	2950
15	1400	1750	1450	2000	2100	3100
16	1400	1750	1450	2000	2100	3200
Total	6072	16,782	1755	860*	12,221	13,040

The above table is based on the assumption that the annual cost of living is \$1000 per person.

FOR THOSE WHO "HATE" PRINCIPALS.

A subscriber to The American Teacher, a principal teaching in the Far West, writes, "We are trying to form a local here. If successful, I, as a ward principal, intend to join a principal's local next fall. We are encountering some opposition from (1) The Rotary Club, (2) The Chamber of Commerce, (3) The newspapers, and (4) Some lawyers and their wives. We also think the Superintendent of Schools and some of the members of the Board of Education are not very "enthusiastic" for the movement here,—to say nothing of some of the supervisors and some of the weak-kneed and servile ward principals."

And yet, we know that local will be formed.

—Editor.

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OSWEGO TEACHERS' AGENCY

Box C, Oswego, N. Y.

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of the
**American Federation
of Teachers**

ORGANIZED APRIL 15, 1916

Affiliated with the American Federation of Labor

Executive Council of the American Federation of Teachers.

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First Vice-President and Editor American Teacher,

HENRY R LINVILLE, New York City,

36 Terrace Avenue, Jamaica

Second Vice-President and Field Secretary,

L V LAMPSON, Washington, D C

1336 Otis Place, N W

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New Words

Every teacher should be up to date and know the new words and how to pronounce them.

GREAT WAR

fourth arm
camouflage
calibrate
blighty

AIRCRAFT

empennage
backswep
Albatros
squadron

AUTOMOBILE

convertible
crank case
landaulet
cyclecar


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UPON WHAT MEAT HAS THIS CAESAR FED?

Office of
ROBERT R. TEMPLETON

Superintendent of Perry County Public Schools
Pinckneyville, Ill.
Feb. 17, 1920

County Superintendent Ing,
Benton, Illinois.

Dear Mr. Ing:

Some time this week one of your teachers, Sullivan by name, was in my county trying to organize my teachers into a union and also trying to create discord in general.

Adhering to the "Monroe Doctrine" I consider this "an unfriendly act." Will you please handle this matter as merits warrant and report to me your findings?

Thanking you, I am

Sincerely,
(Signed) **R. B. TEMPLETON**

THEY ARE WAKING UP

State superintendents and representatives of state superintendents of nine of the eastern states met at the Hotel Astor, New York City, on January 6, 1920. At that conference the following states were represented: Maine, New Hampshire, Vermont,

Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania and West Virginia. By vote of those present the following statement was prepared for publication:

Reports from the various states indicate that the shortage of teachers has reached a most critical stage, and that remedies must be found and adopted or it is certain that many more public schools must be closed. To this end there must be material increase in teachers' salaries and a thorough reorganization of the means of teacher-training.

The public schools of the Nation are facing a critical situation. In the states of the Atlantic seaboard hundreds of schools are closed because teachers are not available for them. There are being employed as teachers large numbers of persons who do not possess the qualifications that have hitherto been required. A loss of students in the state normal schools, amounting to twenty-five, thirty and, in some states, fifty per cent, indicates that young persons are turning their attention to other occupations than teaching. Commercial and industrial opportunities are not only attracting teachers from the schools, but they are drawing away from supervisory positions in education those upon whom reliance for leadership should be placed.

Education, as the chief concern of the people, related closely to their every social, civic and industrial enterprise, must have at once the serious attention of all citizens, to the end that the compensation of teachers be established on such a plane as will attract into and hold in all schools, rural, village and city, competent instructors of youth that a high standard of professional qualification in the schools be assured, that there be suitable encouragement to young men and women to enter upon the work of teaching; that power, initiative and skill be retained in supervisory positions.

The pressing problems of the present time, the settlement of the new issues of the immediate future, demand from the people that public education be not permitted to suffer any lapse. It is a paramount duty of the local communities, of the state and of the Nation, each in its appropriate way, to prepare forthwith to meet the necessities of this most urgent situation.

—From Bulletin of the Department of Education, State of New York, January 5, 1920.

STANDARDS UNSATISFACTORY

Taken From Commission Series No. 3 and Other Sources
Of the 600,000 public school teachers in the United States it has been estimated by competent authorities that:

200,000 have had less than four years' training beyond the eighth grade;

300,000 have had no special professional preparation for the work of teaching;

150,000 are not beyond 21 years old;

65,000 are teaching on permits, not being able to meet the minimum requirements of county superintendents;

143,000 dropped out of the profession in 1919.

Of the 20,000,000 children of the United States 10,000,000 are being taught by teachers who have had no special preparation for their work, and whose general education is clearly inadequate.

As a necessary requisite for improving standards, teachers' salaries must be increased and placed on a living and saving basis.

—From Bulletin of National Education Association of January, 1920.